

## Template for Peer Teaching Consultation (Videotape or Sit-in)

Name/Department:

Consultation by: Name/Department:

### A. Checking in on the Classroom and Videotaping Experience

BEFORE DISCUSSING THE CLASS/WATCHING THE TAPE ASK:

*A.1. How do you feel the class went? Anything else?*

*A.2. Do you have any problems with the class? Anything else?*

*A.3 Are there any other observations you have (about the videotaping)? Anything else?*

### B. Explaining the Method

BEFORE DISCUSSING THE CLASS/WATCHING THE TAPE, EXPLAIN THE FOLLOWING TO THE TEACHER:

*There are three areas that can be examined to help teachers improve their teaching:*

*B.1 **Behavior:** Behaviors are visible actions, which we could see if we shut off the sound and watched. An example of behavior is anything the teacher is doing (i.e., movement, writing on board, or asking questions). If you watch the tape at home, you might want to study your teaching behaviors and decide if there are things you would like to work on. We won't work on these aspects today.*

*B.2 **Organization:** The course's organization clearly reflects the teacher's thought process. It shows whether the order of topic presentation is logical and sequential, if the reading material complements the classroom activities, and whether the methods of evaluation are consistent with the goal of the course. The organization of the course can be analyzed at the semester, syllabus, course, or class level or at the beginning, middle, or end of each presentation. Another indicator of the quality of thinking you have done about the course is the way you handle unexpected questions or other incidents. It is a good idea to go over the organizational aspect of your course with you supervisor because it is a time intensive process. We won't work on this aspect today either.*

*B.3 **Feeling/thinking/internal dialogue level:** This level refers to the thoughts, self-talk, internal dialogue, or emotional experiences that you are having or experiencing internally as you teach. This level is invisible on the tape and to the observer. Teachers are very aware of their personal processes but their students and I can't see or guess what is going through their minds. Some argue that the thoughts, feelings, or self-talk that a teacher experiences while teaching are the most important events occurring in the classroom.*

*a. Your thoughts, feelings, and comments are the basis of this consultation. If your thoughts or self-talk make you uncomfortable, you will be uncomfortable in your teaching. If your self-talk indicates that you are comfortable and confident, you will be able to meet the needs of your students more effectively and concentrate on content and*

student learning. One of the goals of the videotape consultation process is for you to identify your personal internal dialogue and your comfort level with teaching. At the end of the consultation, we will address answers to your questions and solution to your teaching problems.

*b. My job as the videotape consultant is to listen; take notes; help you analyze your teaching issues; help you generate 10 solutions to your teaching problem; help you formulate a plan; and provide you with useful resources that address this specific teaching issue.*

*c. Our focus in this consultation is on this internal dialogue level. So, when we turn on the tape, I would like you to watch a few moments. Try to observe what you were thinking or feeling or telling yourself as you taught. These thoughts and/or feelings are invisible to me or to your students, but you know they are there. In other words, neither the students nor I can see them, but these thoughts and feelings are real for you. If it involves something you would like to express or discuss today, feel quite free to share your thoughts with me.*

*d. You do not need to take notes during the consultation because I will write down everything you say and what I say. After the consultation, I will type up and return the notes to you. The notes are confidential and will help you to remember the consultation, to work on your plan, and to access appropriate resources.*

*Is there anything about this process that you'd like me to clarify?*

### **C. Defining the Themes**

*Now, let's start discuss the class/watch the tape (as we watch the tape, you can stop it whenever you want). When you recall a feeling or thought that you had at a certain moment when you were teaching that is important to you, we can stop the tape and discuss it.*

**STOP THE TAPE WHEN THE TEACHER ASKS YOU TO AND ASK:**

*C.1. What would you like to discuss? Anything else? (IT IS NOT NECESSARY TO WATCH THE ENTIRE TAPE. IF THE TEACHER DOESN'T STOP THE TAPE IN 3-4 MINUTES, STOP IT AND SAY "WHAT WERE YOU THINKING OR FEELING ABOUT YOUR TEACHING AT THIS POINT?" MAY ASK, "IS THERE A LATER PART OF THE CLASS YOU'D LIKE TO SEE?" AFTER ABOUT 5-10 MINUTES, STOP AND DON'T WATCH ANY MORE. TELL THEM THEY CAN WATCH THE TAPE ON THEIR OWN, OR WITH A FACULTY SUPERVISOR. NOTE: INCLUDE YOUR FOLLOW-UP QUESTIONS IN YOUR NOTES SO THAT THE NOTES WILL MAKE SENSE LATER TO THE TEACHER.)*

*C.2. What feelings or thoughts were important to you while you were teaching that were not visible to me? Anything else?*

*C.3. Now, let's go back over what you said. I'll read the notes aloud and starting with #A1, and*

*let's see if there are any themes, issues or concerns that repeat. (LIST HERE THE THEMES, ISSUES, OR CONCERNS THAT THE TEACHER IDENTIFIES FROM WHAT THEY HAVE SAID. BE SURE TO UNDERSCORE ANY WORDS THAT REVEAL THOUGHTS OR FEELINGS ABOUT THE ISSUE.)*

*C.4. Now that we have looked at the themes, issues, or concerns in what you have said, what is the theme you are thinking about working today? Choose one and let's talk about it. Tell me a bit more about how you experience this problem.*

#### **D. Analyzing the Issues/Problem**

*D.1. Now that we've talked about it, I think the issue that I want to work on is:*

#### ***D.2. Personal Improvement Plan***

*Now let's work in your personal improvement plan. It's important to develop a personal bag of tricks that addresses alternative teaching methods that you want to learn to use in the classroom to deal with the issue. First, let's redefine your issue into a clear, simple statement so we can begin to generate some individual strategies for you. I'll also ass some ideas to your list.*

**If my issue is**

**then I can try some of the following strategies:**

*(ASK TEACHER TO SHARE ANY STRATEGIES THEY HAVE PREVIOUSLY TRIED AND LIST THEM FIRST.) Is there anything you have already tried to deal with or solve this problem/issue?*

*(AFTER LISTING THOSE, SOLICIT ADDITIONAL IDEAS FROM THE TEACHER IF THEY HAVE ANY.) Can you think of anything else you might try?*

- 1.
- 2.
- 3.
- 4.

*Now let's look at some other options for dealing with your issues. Here are some things I've tried. How about...*

**Consultant's Suggestions:**

- 1.
- 2.
- 3.
- 4.
- 5.

*D.3. Useful Resources (Such as CTLE workshops, certain faculty members, peers, books, articles, tapes, offices on campus, or online resources – anything that pertains to the specific issue identified by the teacher. Keep it simple):*

- 1.
- 2.
- 3.